

Swanson Elementary
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Highly Effective Narrative
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I. Planning

My smart goals are around instructional delivery strategies and collaboration (HESLP 4 and 2). I picked these goals because they most closely support our school's UIP. One of our UIP goals states: *Swanson teachers will increase their understanding of the components of effective lesson design, including the use of learning targets, guided and independent practice (including opportunities for collaborative work), success criteria, differentiation, closure, and how to best utilize formative assessments.* To help support this goal, the instructional coach and I wrote an online course teaching Grant Wiggins work around Understanding by Design. All our teachers took the course this summer, and we've used it as a springboard for our professional development throughout the year. In addition, I serve on our leadership committee that creates the professional development for our staff. Our overall focus this year has been effective lesson design. My second goal is around our UIP goal: *All Swanson staff will build positive, respectful relationships: to motivate and empower students, support and value families, and to engage and welcome the community.* As an indicator of this goal, on our UIP we added: *In order to implement 1:1 iPads in a digitally safe environment, all K-6 teachers will provide direct instruction in digital citizenship to all students, K-6.* I have helped teachers achieve this by leading professional development on the topic of digital citizenship, providing resources, and collaborating with teachers to help teach and integrate NETS and digital citizenship .

II. Instructional Specialist for Staff and Students

One of the most important roles I play as the teacher librarian is to provide structures and processes that help with student achievement. In addition to being on our school's leadership committee, I meet weekly with our administrative team to make sure that I am doing everything I can to support our staff and students. I am actively involved in the planning and implementation of all the professional development, and I'm well aware of our focus.

As a teacher in a Title 1 school, it has always been obvious that my students didn't have access to technology that many of their peers in more affluent households took for granted. I know that access to 21st Century technology is imperative if students are going to excel. Several years ago, my school embarked on a journey to acquire iPads for our students. Together with colleagues, I tirelessly wrote grants and began fundraising. First, we got iPads into teacher's hands so that they could start to learn how to use the device as an educational tool, then we moved to students. Two years ago, we were able to get one grade level 1:1 iPads, last year 2 grade levels, and this year every student in our school received an iPad. They check the device out for the year and take them home each night. This is one of the accomplishments I am most proud of, but has also created a whole set of unique challenges. Without a doubt, it has been a challenging, but rewarding year.

One of my goals is helping teachers move from using the iPad as a device to "play apps" to using it as an educational tool that promotes higher level thinking. In order to do this, I attended two semesters of The iPad Institute, visited 1:1 iPad schools, as well as participated in Jeffco iPad

trainings. This device is a game changer in education, and I needed to gain new knowledge so I could pass it on to my teachers. My school isn't there yet, my teachers are all over the board with their comfort level, but we are moving in the right direction. Luckily, I have lots of colleagues who are willing to share their expertise, and together we have been able to differentiate a lot of the technology professional development so teachers get exactly what they need to move.

This year I've noticed that I'm doing more on the fly, one on one instruction with teachers and students. I'm also collaborating with teachers and classes electronically around the clock. So far In our first year of implementation, I've been supporting teachers with planning and teaching some basic instruction on the iPad, as well as getting all the resources to make this model work. As we've entered the second semester and teachers are becoming more comfortable, I'm hoping to be more available to collaborate on some project that get to those deeper levels, and utilize all the elements of effective lesson design. Some of my teachers are already there, but in reality most of them aren't. However, I know that taking the time to lay the foundation and allow teachers to play and take risks with iPads is an important part of this journey. I'm giving myself and my staff permission to do that this year, so next year we will be ready to fly.

III. Leadership

I am definitely seen as a leader of technology and instruction in my school by both the administration and the staff. I sit on our school leadership committee that plans all the professional development. In addition, I head the technology committee and have weekly meetings with our administration to make sure I'm supporting the goals and focus of our school. At the district level, I am a member of the Teacher Librarian Leadership team and I helped create our Teacher Librarian Rubric.. At our district's Leading Student Achievement Professional Development Days, I've presented trainings to all principals on the importance of having a highly effective teacher librarians in their school. On those district training days, I've also done a couple of presentations with our leadership team on Creating Shared Leadership at the Elementary Level.

IV. Library Management

Library management often gets pushed to the back burner. Luckily I have a wonderful para that manages the day to day operations and keeps check out running smoothly. I would be lost without her. I work hard to make sure I have books that meet our curriculum needs and are engaging and exciting to kids. The last few years I have purchased lots of ebooks, supplies, and apps that support our work with a 1:1 environment. Our library is set up as both a classroom, and fun place to hang out and read. Swanson's library is a place kids like to be, many students actually choose to spend their recesses in the LMC, and they are genuinely excited when they walk in the door. I feel like my school supports the work I do, and in turn is very open to using technology.



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